SCOTTISH EDUCATION DEPARTMENT

Modern Languages in Further Education

Report of a Working Party

EDINBURGH
HER MAJESTY'S STATIONERY OFFICE
1970

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General Introduction

Report of a Working Party on Modern Languages in Further Education

1 The Working Party was set up by the Secretary of State in September 1966 with the following terms of reference:
'To examine the special requirements of the teaching of modern languages in further education, with regard to aims, methods, organisation of courses, equipment, staffing—and to make recommendations.'

2 The Working Party included members from industry and commerce, a college of education, The Scottish Council for Commercial, Administrative and Professional Education, the teaching staff of the larger further education colleges, a secondary school, a local authority and the Scottish Education Department.
The Membership of the Working Party was:

Mr. W. Cunningham, HMI (*Chairman*)	Scottish Education Department
Mr. J. Armstrong-Payne, MBE, FRSA	Johnston and Adams Limited
Mr. W. I. Beckles, MA	Glasgow Education Authority
Mr. R. J. Hill, MA	Edinburgh Education Authority
*Mr. J. Howgego, HMI	Scottish Education Department
Mr. G. Johnstone, MA	Jordanhill College of Education
†Dr. D. A. Law, HMI	Scottish Education Department
Mr. A. A. McLaren, MA	Central College of Commerce and Distribution, Glasgow
Mr. J. D. F. Miller, LLB	Coats Patons Limited, Glasgow
Mr. A. F. Moore, BL	Scottish Council for Commercial, Administrative and Professional Education
Mr. R. L. Moyes, MA	Gracemount Secondary School, Edinburgh
Mr. J. A. Paton, MA, FIL	Aberdeen College of Commerce
Mr. R. A. Simpson, BA	Dundee College of Commerce
Mr. A. J. Todd, MA	Edinburgh College of Commerce
Miss J. L. Barbour (*Secretary*)	Scottish Education Department

3 The Working Party take this opportunity of expressing their gratitude to all who helped them with information and advice in the

*From January 1968.
†Up to June 1967.

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course of their deliberations. Particular acknowledgements are due to:

Mr. C. G. Flint, Chairman of the Export Group, Edinburgh Chamber of Commerce.
The Secretary of the Confederation of British Industries (Scottish Office).
The Secretaries of the Chambers of Commerce of Aberdeen, Dundee, Edinburgh and Glasgow.
The Secretary, The Scottish Council (Development and Industry).
Ealing Technical College.

A special debt of gratitude is due to our secretary, Miss J. L. Barbour, for carrying out her secretarial duties so efficiently and for her valuable assistance in the preparation of this report.

4 One of the outstanding features in the educational scene since the end of the Second World War has been the revolution which has taken place in modern language teaching. Formerly the learning of a foreign language was virtually the preserve of the selective secondary school where the aims were almost completely cultural and literary. Changed economic, political and social circumstances however have made it necessary for many more people to have a practical knowledge of a language other than their own. There is no likelihood that this trend will be reversed; on the contrary it seems probable that it will gain impetus as more emphasis is laid on competitive exporting, the economic unification of groups of marketing countries and the value of overseas contacts in all fields. The present economic requirement is for an increasing number of people who can use a foreign language as a means of direct communication. Holiday visits abroad have also greatly increased in popularity; a need exists here too for instruction which can lead to enrichment of leisure activities.

urther education establishments are playing a significant part in helping to cater for these needs and in providing courses in response to the growing number of students wishing to study modern languages.

1 The Present Position in Further Education

5 The following types of establishment are engaged in teaching modern languages:

(i) Further education colleges occupying their own premises and open day and evening.

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(ii) Evening centres, usually operating in school premises.
(iii) University Joint Committee and Extra-Mural evening classes on university premises and in outlying centres.

6 For the purposes of this Report the courses in those centres are classified as:

(i) Academic.
(ii) Vocational.
(iii) Non-vocational.

Courses range from those which last for a few hours only to those which continue for more than one academic year as part of a course of full-time study.

7 In general, further education colleges offer courses in all three categories, academic, vocational and non-vocational. Further education evening centres and Extra-Mural departments of universities concern themselves, in the main, with non-vocational courses.

8 In certain areas there is an overlap and duplication of courses, for instance when university departments engage in elementary language tuition of common European languages. However, the universities perform a valuable service in providing tuition in the less common languages and in the cultural and literary aspects of language study.

9 It is suggested that every effort should be made to rationalise the general provision and distribution of language courses.

Range of Languages Taught and Courses Available

10 The pattern of languages studied and courses available in establishments in Scotland is given in paragraphs 11–15. Not all courses in all languages listed are available at any one given centre, or indeed in any one given area.

11 Courses are offered in German, Spanish, French, Italian and Russian, as well as in a variety of less common languages including Danish, Dutch, Norwegian, Swedish, Portuguese, Arabic, Chinese and Japanese.

Academic Courses

12 Academic courses offered include those leading to:

Ordinary and Higher Grades of the Scottish Certificate of Education;

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Ordinary and Advanced Levels of the General Certificate of Education;
External Degrees at the University of London, BA General and BA Honours;
University of London Certificate of Proficiency in Modern Languages.

Vocational Courses

13 Students are prepared for all levels of the examinations offered by the following bodies:

(i) Scottish Council for Commercial, Administrative and Professional Education.
(ii) Scottish Association for National Certificates and Diplomas.
(iii) Association of British Chambers of Commerce.
(iv) Institute of Linguists.
(v) Royal Society of Arts.
(vi) Institute of Travel Agents.
(vii) Hotel and Catering Institute.

Courses are also offered for industry and commerce, and there are reading courses for scientists.

Non-vocational Courses

14 These include holiday and refresher courses and courses in literature and civilisation.

General

15 In academic courses French has a virtual monopoly; in vocational courses of a secretarial and commercial nature, however, German and Spanish have moved to a position of challenge thanks to the growing demand for a knowledge of these languages in the world of commerce. Similarly German, Spanish and Italian have increased in popularity in non-vocational courses because of the growth of foreign travel. (*See Appendix II*).

16 The Working Party welcome this development and suggest that every effort should be made to ensure that courses offered reflect the present local and national need. Special attention should be given to the less commonly taught languages such as Swedish, Norwegian, Dutch and Portuguese. In vocational courses in these languages classes may have to be allowed to run with smaller numbers than are usually considered administratively acceptable.

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Academic Courses

17 These courses (*see paragraph* 12) form the bulk of the work in many colleges of further education. The present purpose of the courses is clear-cut: to obtain the highest possible pass grades in examinations which in the main test written proficiency and grammatical accuracy. This can well be a formidable task in further education because of lack of homogeneity within classes and the severely limited amount of time available. On the other hand the motivation of the further education student is often strong enough to counteract these drawbacks.

18 It is recommended that a minimum allocation of teaching time should be given for the various stages of academic courses as follows:

In a session of 40 weeks with teaching periods of 40 minutes each.

From scratch to Ordinary Grade:	4 hours weekly
From Ordinary to Higher Grade:	4 „ „
From scratch to Higher Grade:	8 „ „

It is further recommended that, wherever practicable, tuition should be evenly distributed throughout the week rather than concentrated into one or two lengthy sessions.

Vocational Courses

19 Vocational courses in modern languages are defined here as those in which students are prepared for the professional examinations mentioned above (*see paragraph* 13) and which demand a high degree of spoken fluency, written facility and knowledge of present day conditions in the country whose language is being studied.

20 With regard to the staffing of these vocational courses it must be recognised that the majority of language teachers in further education have come from secondary schools and consequently their background, training and experience have not been specifically directed towards the type of work they are now committed to undertake. The large measure of success which has been achieved is due to a major re-adjustment on the part of such teachers to master a new area of experience.

21 Account must therefore be taken of the specialised nature of these courses and of the demands they make upon the further education teacher and upon the native speaker who may well be without formal academic qualifications. (*See also under* '*Staffing*', *paragraphs* 91–97).

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Non-vocational Courses

22 These are courses which are followed primarily for interest and which are usually unrelated to formal examinations or the acquisition of professional qualifications. Some courses are concerned exclusively with the attaining of oral and aural proficiency whilst others have certain specific cultural objectives related to language study.

23 Much of the teaching in non-vocational courses is at present inadequate. All too frequently these courses, designated directly or implicitly "conversational", are nothing more than a grammar based course using traditional techniques and materials of an academic nature. The situation is made still more difficult by the wide variation in the initial attainment, age and outlook of the students.

24 For these courses to be successful the following conditions must obtain:

a. The class should be conducted by a teacher specially suited for this type of work and enthusiastic enough for the demanding nature of the teaching involved. (*See 'Staffing'—Section V*).
b. The number of class meetings weekly should be sufficient to allow reasonable progress to be made. In order to achieve this two meetings per week, each lasting at least one and a half hours, coupled with a maximum class size of fifteen, are desirable.
c. Courses should continue until the end of the session and not leave a lengthy interval before most visits abroad are undertaken.

25 The disappointing record of attendance in non-vocational classes results principally from the failure to meet these conditions. Continuity of courses is also essential; a student whose interest has been fostered at the beginners' level will wish to know that continuation classes are available reasonably close to his home or place of work.

II Modern Languages in Commerce and Industry

The Present Position

26 It is now generally recognised by leaders of industry and commerce that modern languages have a vital part to play in maintaining Britain's position in the competitive world of international trade.

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27 In its report 'Foreign Languages in Industry' published in 1962, the Federation of British Industries (now Confederation of British Industries) stated that "British firms should be aware of the fact that a knowledge of a foreign language forms an important and effective weapon in the armoury of our overseas competition and that industry and commerce will need, in future, many more people, at all levels, who are conversant with foreign languages with a reasonable degree of fluency".

28 Recent statistics which show the changing pattern of British export trade lend weight to this argument. In the past few years the proportion of trade with countries where English is the commercial language has dropped whereas trade with markets where French/German/Spanish/Italian are spoken has shown a steady increase.

29 The FBI Report, referred to above, continues: "Commercial and technical colleges should be encouraged to extend the provision of extensive 'ad hoc' courses, using modern techniques; they should be prepared to cater for small numbers of students at times convenient to industry and commerce".

30 Colleges were not slow to respond to this call and immediately courses were offered in all the main European languages. Despite the urgent plea contained in the FBI report however the response to these courses on the part of commercial and industrial firms has so far been disappointing.

31 The Working Party considers that probable reasons for the lack of response to the FBI appeal are:

a. Firms are not yet convinced of the need for their staff to learn a foreign language.
b. Despite extensive publicity firms are sometimes unaware of the services offered by the colleges of further education.
c. Business men are often unrealistic in that they expect to acquire a working knowledge of a language in an unreasonably short space of time (*see Appendix III*).

32 Replies to a questionnaire sent to selected firms who are engaged, or expect to be engaged, in export trade (*see Appendix Ia and Ib*) show that the number of firms who at present instruct, or have staff instructed, in a foreign language for practical business purposes is very small indeed. These statistics show that the majority of firms are unwilling to grant either day or block-release for language courses and prefer such training to be available outside working hours. In a separate enquiry by the Working Party, not one of

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sixteen professional bodies approached encouraged language study as part of the formal vocational education and training of employees.

33 In order to induce firms to release employees for language instruction, it is urged that the Central Training Council should continue to give active encouragement to Industrial Training Boards to recognise the value of approved language courses. Trainee management courses and those leading to intermediate and final professional qualifications should be constructed so as to include at least the possibility of language study.*

The Needs of Commerce and Industry

34 These are varied. Staff requiring language training will include:

a. Managing directors and chief executives.
b. Sales staff and overseas agents.
c. Craftsmen, technicians and technologists.
d. Secretarial and office staff.

35 The requirements of these different categories will have to be taken into account in the organisation of courses offered by further education establishments and it is important that colleges and firms should co-operate in defining the purposes for which the proposed courses are needed.

36 It is recognised that the needs of industry and commerce may arise sporadically and cannot always be foreseen with complete accuracy by the firms involved.

37 On the other hand, further education colleges cannot reasonably be expected to organise at short notice intensive courses for which highly trained and experienced staff are required.

38 In most areas local colleges can meet the need for normal courses in the more common languages. For intensive courses required at short notice, however, and for courses in less common languages where the number of students is limited, present arrangements are not fully adequate.

39 It is recommended that intensive courses should be concentrated for the most part in four centres: Aberdeen College of Commerce,

* When the Working Party's deliberations were at an advanced stage the Central Training Council issued a report entitled *Training of Export Staff* (HMSO 1968. Price 6s. 6d.). The stress laid on language training in this document is welcomed, as is also the encouragement given to both Industrial Training Boards and individual companies to ensure that export staff acquire appropriate knowledge of languages.

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Dundee College of Commerce, Edinburgh College of Commerce and Central College of Commerce and Distribution in Glasgow. These centres should be staffed and equipped to carry out this function even if an irregular number of class contact hours were to result.

40 For tuition in languages other than those commonly taught (French, German, Italian, Spanish, Russian) it is suggested that a central agency such as the Scottish Council for Commercial, Administrative and Professional Education should compile and keep up to date a register of speakers of these languages who might be employed as part-time teachers.

41 Requests for such tuition should in the first instance be sent to one of the four colleges responsible for intensive courses which would, if necessary, refer to this central agency.

42 In the courses offered for industry and commerce a high degree of flexibility is necessary. In order to achieve this it is suggested that experimentation should be undertaken in which instruction is offered by means of a combination of programmed learning, the language laboratory and dual track tape recorders (mini-labs). The learner could attend at times convenient to him and follow his language course. At stated times members of the college staff would be available for consultation and further conversational practice. Facilities should also be available for home practice, with arrangements for tape recorders to be hired to students.

43 In order to make commerce and industry aware of the facilities which are being recommended, measures should be taken to ensure that full publicity is given to the arrangements which are being made.

44 The implementation of the above recommendations should not become an additional charge upon local authorities. It is therefore recommended that an appropriate scale of fees should be charged to industry and commerce for all the services provided.

III Aims and Methods

General Aims of Language Teaching

45 It is now generally accepted that the aims of Modern Language teaching are to develop:

a. Comprehension of the language, spoken by a native speaker at normal speed.

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b. Reasonable fluency and accuracy in speaking the language.
c. The ability to read with ease and understanding.
d. The ability to write the language.
e. An understanding of the customs and way of life of the foreign country.

46 The first four of these aims are strictly practical and are concerned with the prime function of language, namely communication, which may be effected through speech (conversation, telephone, radio and television), the printed word (newspapers and books) or through writing (normally in the form of correspondence). The fifth is an integral part of the majority of language courses.

47 The relative importance which these aims assume will vary according to the more immediate purpose of the course being followed and the time available. It is nevertheless undesirable, whatever the course, that any one of them should be totally neglected. A scientific reading course, for example, will be more effective and more interesting if the students are allowed to hear and speak the language. Similarly, students following a non-vocational course in the spoken language will benefit from some practice in reading and writing.

Specific Aims of Courses

Academic Courses

48 In practice the aims of these courses are largely determined by the nature of the SCE and GCE examinations, the restricted time allocation and the varied levels of initial attainment, maturity and motivation encountered amongst students in the same teaching group.

49 The SCE examinations in Modern Languages are at present predominantly a test of the written language and give little credit for oral fluency.

50 The new Alternative Examinations on the 'O' Grade of the SCE place greater emphasis on practical language skills. It is hoped that the introduction of examinations of this type on the Higher Grade might allow a broader acceptance of the general aims of language teaching stated above, as success in the SCE examinations will remain a dominant aim of academic courses in further education establishments.

51 It has been recommended elsewhere in this report that time allocations for academic courses should be revised and this, if implemented, might do something to solve the problems raised by heterogeneous classes.

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Vocational Courses

52 New types of examinations and syllabuses which have been devised in recent years for vocational purposes (*eg* those of SCCAPE, SANCAD, ABCC and the revised examinations of the Institute of Linguists and the RSA) allow a satisfactory balance to be established between the basic language skills. These examinations are attaining an increasing importance in further education, and are being more widely recognised as valid qualifications in industry and commerce. Consequently it is the vocational courses which at present offer the best opportunity to produce an adequate supply of people trained in the linguistic skills now required on an increasing scale in many occupations. The courses have strictly practical aims which correspond to a large extent with the general aims of language teaching as they are now conceived.

Non-vocational Courses

53 Here aims can vary greatly, but in general the principal objectives are to give the student sufficient facility in the spoken language for the basic necessities of travel abroad and some background knowledge of the country.

54 Though some of these students may eventually aim at an examination qualification, the majority have at present no such purpose in mind. The teacher in these courses has almost complete freedom in the planning of his work. An important factor in this planning should always be the desires of the students.

Intensive Courses for Commerce and Industry

55 The aims of these courses are determined by the requirements of the business concern which requests language instruction for its employees. Normally courses will be strictly practical; oral fluency in a limited field coupled with a high standard of aural comprehension is essential when employees are to be sent abroad. In other circumstances reading comprehension and some facility in letter writing may be required.

Methods

56 Irrespective of the course being followed, and whether or not it leads to a specific examination, methods employed to inculcate the basic linguistic skills will not differ fundamentally.

57 It is essential, however, that at all levels, material should be carefully graded and that the special needs of the further education student, his maturity, outlook and motivation, should be taken into consideration.

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58 The following are some suggestions on methods by which the linguistic skills outlined under 'General Aims' (*paragraph* 45) may be developed:

Understanding the Spoken Word

59 Hitherto this aspect of language teaching has not received the attention it deserves. Students have not had sufficient opportunity to hear the language spoken in normal circumstances.

60 Technical developments have made it possible to bring a variety of native voices into the classroom; on tape, either in the language laboratory or using a single tape recorder, through radio and television, or on records. Maximum use should obviously be made of available native speakers both in the classroom and on tape. The teacher should also use the spoken language as much as possible in the classroom.

61 Exercises in listening comprehension should be progressive, reaching at the highest level the stage where native voices are heard in natural situations with all the difficulties of speed and background noise which are encountered in everyday life. The content of such exercises should also be varied to include comprehension of news items on radio, everyday dialogue, station announcements and the like.

62 Comprehension may be tested by means of oral question and answer in English or in the foreign language, written answers or reproduction or summary which may be written or oral. Generally, a passage should be heard once only so that the classroom situation resembles as closely as possible that which exists in real life.

Oral Expression

63 The emphasis on the development of oral expression is the main change which has come about in the teaching of modern languages in recent years. It is important, as well as being an economical use of time, to use the language under study as means of presenting almost all linguistic exercises.

64 Students can be encouraged to express themselves in the language in the following ways:

a. REPETITION, in the early stages, of a phrase or sentence in order to develop accurate pronunciation; care should be taken to ensure that what is said is understood and the faculty of self-criticism, particularly in language laboratory work, should be fostered.

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b. QUESTION AND ANSWER, with or without text. The student should be trained in asking as well as in answering questions.

c. CONVERSATION AND DISCUSSION, based upon topics of everyday interest. Standard items of daily conversation, greetings, casual remarks, terms of politeness, should be freely used.

d. ORAL COMPOSITION, based on pictures or a narrative which has already been heard.

e. INTERPRETING, in normal everyday situations. This skill demands prompt and accurate translation, retentive memory and extensive vocabulary. To achieve satisfactory results systematic and planned practice is necessary using the language laboratory, or at least a tape recorder. It is essential that the material should be recorded in each language by native speakers. The greatest care should be exercised to ensure that subjects are not only realistic and credible but also of topical and general interest.

f. SHORT TALKS, either prepared or unprepared. These can be on general subjects or may deal with specific aspects of background knowledge. It is essential to the success of this exercise that the student should have a real interest in the subject on which he is being asked to speak.

g. SITUATIONS. Students may be asked to act out simulated real-life situations in which they may be involved either in the foreign country or in the course of their work.

h. GROUP ACTIVITIES. Classes may be divided into small groups of three or four students and asked to pursue suggested lines of conversation, or to work out certain situations in the foreign language. A group might be asked to discuss projected holiday plans or to develop a situation in which a hotel room is being booked. The possibilities of such exercises are virtually unlimited in scope and variety.

65 Whilst an acceptable standard of pronunciation, intonation and grammatical accuracy is desirable and to be encouraged in all the oral exercises which have been suggested, spontaneity and fluency of response should not be stifled by pedantic insistence on those aspects of the language.

Understanding of the Written Language

66 The ability to read the foreign language with ease and understanding is an essential skill for all students. Both intensive and extensive reading of texts should be considered important in the development of this skill, and should be introduced as early as possible. In intensive reading the text should serve as a source for detailed study of vocabulary idiom and grammar and as a basis for

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much oral practice. In extensive reading, students should be encouraged to read quickly, without undue attention to detail, but with a view to grasping the salient points of what is read; translation should be avoided. Careful grading of texts and extracts will ensure that this is possible for individual students. Reading material should be in the main up-to-date, and should reflect the interests and needs of the student, and may include newspaper and magazine articles, modern novels, books dealing with contemporary life in the country being studied as well as more literary works.

Writing the Language

67 Though writing in a foreign language may not be required of all students, it is an important and valuable part of language study. The form which such writing takes will be largely determined by the course being followed. In some non-vocational courses the composition of a simple letter may be all that is required; more advanced courses may demand the accurate translation of English texts into the foreign language. Written work can, with certain modifications, take all the forms which have been suggested for oral activities, and may often be used as a means of reinforcing material which has been first presented orally.

68 In written work the most frequent exercises will be:

a. DICTATION. This exercise has value in developing comprehension, correct spelling and grammatical accuracy. In order to make dictation a realistic exercise passages should be read at normal speed, repeating phrases as often as appears necessary.

b. WRITTEN ANSWERS to spoken or written questions. Answers to questions on a printed text or of a general nature can be written as well as spoken. This is a valuable form of the comprehension exercise which tests not only understanding, but the student's ability to express himself clearly and briefly in writing in the foreign language.

c. COMPOSITION OF PRIVATE AND BUSINESS LETTERS. The major aim here should be a high degree of accuracy. Choice of good, up-to-date material is essential. The teaching of correct headings, forms of address and conventional endings is a simple exercise, provided the teacher does not diversify these too much. A non-specialised commercial vocabulary should be acquired and the meaning of individual words learned in their context. Specialisation in vocabulary or in one particular aspect of business practice is to be avoided. This knowledge can be acquired later as it is needed.

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The presentation of textual material may be done in various ways; by showing English/foreign language parallel texts or by pairing the question in the latter with its answer or by a combination of both.

d. FREE COMPOSITION. Although free composition is not an essential activity in all courses, it is a valuable means of developing mastery of the written language. It represents a further stage in the treatment of topics which have already been treated orally, and all exercises in free composition should be preceded by oral preparation. Free composition can be based upon pictures, outlines of narratives, broadcast programmes, films and filmstrips and, at the highest level, themes of an abstract or discursive nature.

e. TRANSLATION FROM AND INTO THE LANGUAGE. There has been much discussion in recent years on the value of translation, but it undoubtedly has a place in certain vocational and academic courses. Many situations arise in which business and industrial concerns require the translation into English of documents and correspondence. Translation into the language is less frequently required and is in the main an academic exercise calling for a high degree of mastery of both the foreign and the native language. For all translation exercises a dictionary should be allowed and adequate training should be given in its use. Care should be taken in selecting material for translation to ensure that passages are up to date, relevant to the course being followed and within the linguistic capabilities of the student.

f. REPRODUCTION OR SUMMARY OF PASSAGES HEARD OR READ. The summarising in English of a passage in a foreign language is a frequent requirement in vocational examinations, and is a useful and practical exercise. It demands understanding of the foreign language as well as the ability to grasp the salient points and express them clearly in English. A dictionary should be allowed in all such exercises.

The summarising in the foreign language of a passage of prose either heard or read in the same language can also be a most useful exercise.

Background Knowledge

69 A knowledge of the country, the language of which is being studied, should be an intrinsic part of most courses from the start. Most up-to-date syllabuses require a more or less detailed knowledge of certain aspects of the contemporary life of the foreign country including customs and institutions, political and economic background, geography and current affairs. Much of this knowledge will derive from reading undertaken in the language; other sources will

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be films, filmstrips, slides, television, radio and direct contact with the foreign country, either through residence or discussions with native speakers.

70 Although the various linguistic activities have been treated separately for greater clarity, it is highly desirable that in teaching they should be closely linked. For example, comprehension and oral expression should complement each other, and wide reading may well be the best preparation for prose translation. The maximum benefit is not likely to be derived from any exercise if it is treated strictly in isolation.

71 An urgent need exists for a closer and more detailed study than has been possible in this report of methods of modern language teaching in colleges of further education and it is suggested that a working party composed largely but not exclusively of further education teachers should be set up for this purpose.

IV Equipment and Material

The Tape Recorder

72 This is the item of equipment which, above all others, has revolutionised modern language teaching and liberated the teacher and the student from the tyranny of the printed word. It is of great value to both teachers and students inside and outside the classroom. It is a means whereby a variety of native voices can be brought into the classroom, and makes it possible for exercises such as dictation, aural comprehension and extempore translation to be given with clarity and precision and to be repeated as frequently as required. It is of inestimable value for private study.

73 The Working Party is of the opinion that where it is essential to the successful conduct of a course, a number of tape recorders should be available on hire to individual students.

The Dual Purpose Tape Recorder

74 The dual purpose tape recorder, often called the 'mini-lab', provides the one facility lacking on the normal tape recorder—the ability to listen and record without obliterating the master track. It is welcomed as being a necessary and vital development in the provision of audio aids enabling simultaneous oral/aural practice.

The Tape Library

75 It is recommended that each college should establish a tape library. This will consist of a sufficient number of copies made from

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master tapes of all material relevant to courses being followed; these should be made available to students for private practice. This will develop oral/aural fluency not as a fringe activity but as a central and integral part of language study.

The Language Laboratory

76 The language laboratory is basically a number of twin-track recorders linked to a console from which the teacher has two-way communication with his students, individually or collectively. The student can concentrate in privacy and without embarrassment on oral practice, and can repeat difficult points until mastery is achieved. The teacher has the advantage of being able to single out any student for individual attention without detriment to the rate of progress of the others. The language laboratory is especially suitable for structure drills, repetition, pronunciation practice and the development of aural comprehension through concentrated listening.

77 It must be clearly stated that the language laboratory is seen as the middle stage of an integral learning process consisting of presentation in the classroom, language laboratory practice, and further consolidation and exploitation in the classroom. Unless this procedure is followed the language laboratory loses much of its value.

The Radio

78 Radio programmes provide a wealth of valuable material. The adaptation of timetables to fit in with such programmes presents a considerable problem, which can be overcome if programmes are tape-recorded for use at convenient times.

79 All colleges of further education should therefore be in possession of an AM/FM receiver of good quality, with a suitable aerial, and any supplementary material accompanying the broadcasts should be available in sufficient quantity.

The Record Player

80 The main use of records is seen as storage of master material of unvarying high quality from which tapes can be made as required, subject to copyright permission. Records are less suitable than tapes for classroom use as they are subject to rapid deterioration when used regularly. They lack flexibility when the teacher wishes to present or repeat an isolated phrase or passage. It is felt that any facility provided by the gramophone record is equally available on tape and with much greater flexibility and adaptability.

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Television and Video-Tape

81 Television will undoubtedly play an increasing part in language teaching in the future. It offers a wealth of material and situation far beyond the resources of any one teacher or college. It suffers, however, from the same weakness in the classroom situation as does radio. At present a course has to be built round a television programme, thus creating problems of organisation in the college and difficulties for the language teacher. The video-tape recorder, by providing both sound and vision when required, is a means by which these drawbacks can be remedied. It is probable that in the near future the cost of such equipment, at present rather high, will be considerably reduced, thus putting it within the reach of further education establishments.

Slide and Filmstrip Projector

82 The slide and filmstrip projector has been in use in further education establishments for a considerable time, and used in conjunction with the tape recorder or spoken commentary has proved its worth as a teaching aid. It is often an essential adjunct for the presentation of an audio-visual course.

Cine-loop Projector

83 The cine-loop projector is a self-contained, cassette-loaded colour film projector in which the film is projected internally and is viewed on a screen resembling that of a television set. Its use in modern language teaching is comparatively recent but it offers numerous advantages. It is easy to operate and material can be adapted to students at all stages by the addition of a suitable commentary; the film can be stopped so that a still picture is provided, it can be used without blackout and the film can be shown an unlimited number of times without rewinding. Only a small amount of commercially produced material for modern languages is at present available.

Overhead Projector

84 It is now recognised that the overhead projector is potentially one of the most valuable pieces of equipment available to the modern language teacher. Used with imagination and intelligence, it can relieve the teacher of much of his marking and can be a positive gain to the students in practice work such as dictation, grammer and structure exercises by providing an immediate means of correction. It has also a valuable function in preparation and

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practice of essay and oral work, especially at the elementary level. Additions and visual comments can be made to prepared material and it thereby eliminates the tedium of blackboard work and presents a neat, sharp and constantly accurate copy to students, also enabling them to work face-to-face with the teacher throughout the lesson. The overhead projector should be considered essential equipment in every language class.

85 It is recommended that where further education classes are being held in evening centres teachers should have access to the equipment available in these centres. Where essential equipment is not available at a centre it should be supplied by the education authority on an 'ad hoc' basis.

Types of Material

86 The changing emphasis in language teaching is creating a demand for new types of material.

87 Materials at present available fall into three main categories:

a. Courses complete in themselves based on the use of the language laboratory or audio-visual aids. In these courses there is no place for supplementary materials. One weakness of these complete courses is that they are difficult to adapt or shorten to meet the varying conditions of further education.

b. Traditional courses to which visual materials and tapes have been added in order to make them attractive and to bring into use language laboratories or visual aid facilities. Courses such as these can be dangerous in that they may lead staff and administrators, to say nothing of students, into the belief that their courses and teaching methods are new, in line with modern needs, and may inhibit the acceptance of newer methods and materials.

c. Supplementary materials which are not complete courses in themselves. Some materials are produced commercially, some within the colleges themselves. Such material may be drawn from the whole range of audio-lingual and audio-visual resources: tapes of broadcasts, native speakers, interviews, dialogues, multiple conversations, plays in production, news items, quizzes, comprehensive passages, drills, slides and short films of human situations, geographical locations, everyday processes and procedures, commercial and industrial techniques and social, political, economic and cultural functions. This is a most promising field in that the teacher himself is involved either in the production or the choice of his material.

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He is thus personally committed and can achieve flexibility to meet the specific needs of his students. He also has the opportunity of keeping his material both topical and relevant.

88 Programmed learning is making its way into language instruction as into other subjects but there is little direct evidence or experience of its success to date in modern languages in further education. Consideration should be given to programmed learning if only for the following reasons:

a. It may be that some aspects of the teaching of modern languages can be as effectively undertaken through programmed self-instruction as by conventional classroom methods.
b. Progress can be more controlled and students learn by trial and success and not by trial and error.
c. Programmed courses would be more flexible than the present arrangements in attempting to meet the needs of industry and commerce.

89 The majority of programmed courses available commercially are based on variations of the grammar-translation method. The procedure of offering minimal stops can be monotonous to students whose rate of learning is faster than that for which the material is constructed. Another difficulty in programmed lessons in modern languages is that a given linguistic situation offers the possibility of several correct responses on the part of the students.

90 Experimental proof of the effectiveness of programmed learning in the field of modern languages is accumulating and the time is ripe for a thorough investigation of the whole subject, especially in the context of further education.

V Staffing

91 Further education establishments are at present staffed by teachers not all of whom possess generally recognised academic qualifications. Without making use of the services of native speakers, who may lack paper qualifications, some centres would be hard pressed to fulfil present commitments, still less to expand their services.

92 Modern language teachers must be bound in general to the conditions of services affecting all teachers in further education, but there are certain matters which require consideration:

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93 Language teaching is advancing rapidly towards a new goal—practical fluency and command of the language—and subject matter and techniques of presentation are changing. Attention should therefore be given to the proportion of a teacher's time spent in the classroom and the time devoted to the search for and preparation of materials for courses which he is undertaking for the first time and for which there may be little prepared material available. This need not be a constant factor, but language development should not be prejudiced by a hard and fast rule about teaching hours.

94 Because of the increasing emphasis on the spoken language in modern syllabuses, which also demand a knowledge of the contemporary scene of the country concerned, it is more than ever essential for the teacher in further education to be able to pay regular visits to the countries whose language he professes. Such visits should preferably be at intervals of not more than five years. It is unrealistic to expect the teacher to be able to develop these contacts in holiday time and at his or her own expense. Adequate leave of absence or subsidised vacation visits should be granted by education authorities for this purpose.

It is recognised that in the present economic situation education authorities may be unable to implement a scheme whereby each teacher in further education is sent abroad every five years, but it is recommended that as much financial assistance as possible should be granted to enable teachers to undertake study visits to the country whose language they profess. (*See paragraph* 106).

95 It must also be recognised that the teaching of modern languages to adults brings its own special problems and it is recommended therefore that training facilities be made available for everyone engaged in teaching modern languages in further education. Such facilities exist for those teaching during the day. For evening class teachers whose only contact with further education is the class in their charge it is recommended that training be made available; such training might consist of a series of 10–12 meetings including lectures, demonstrations and practical work.

96 Having satisfactorily completed such a course these teachers would be recognised as possessing a qualification for teaching in further education in the evening.

97 It follows that the training course should be drawn up in consultation with those most experienced in further education, and that a substantial part of such training should be conducted by

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modern language staff with direct teaching experience in further education.

TEACHING AUXILIARIES

Laboratory Technicians

98 In view of the variety and complexity of teaching aids in use the services of a full time experienced technician are essential to the proper and efficient conduct of a modern languages department in further education. It should be stressed that his duties go beyond those of a mere repair and maintenance mechanic and include such functions as recording broadcast programmes, duplicating recorded material and cataloguing and storing master tapes. Experience in the larger colleges has indicated that it is not practicable to share a language technician with other departments. In smaller colleges, however, such an arrangement may be found to be necessary.

Native Speakers

99 Since it is the aim of every language teacher in further education to bring into the classroom the highest possible standard of pronunciation and intonation in the language taught, it is recommended that every further education college offering modern languages should have at its disposal the services of native speakers, either obtained locally and on a permanent basis, or through the exchange scheme operated by the Scottish Education Department.

VI Liaison

Liaison with Schools

100 Because of the extension of modern language teaching in secondary schools a greater number of young people will in the future be in a position to continue their language studies. It is more than ever necessary that they should be informed of the opportunities available to them in further education. There should be adequate publicity within the schools through the careers masters and through Youth Employment Officers.

101 Joint conferences between teachers in secondary schools and further education establishments could also lead to greater co-operation.

102 It is felt that a few of the major further education colleges may be of assistance to secondary schools in offering facilities for the study

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of less common languages where the schools themselves have not viable numbers to form classes.

103 Close liaison between schools and further education colleges could also result in the weakening of the virtual monopoly of French in academic courses and a gradual strengthening in the position of the other main European languages.

Liaison with Organisations and Persons Abroad

104 The Working Party considers that direct contact with the foreign country is an invaluable means of extending the student's knowledge and understanding of that country as well as developing important language skills and that accordingly a period of work or study abroad should form an essential part of any course of language study such as the Secretarial Linguists course, in which a high degree of oral proficiency is required.

105 It is therefore recommended that as a pilot scheme a group of eight students specially selected from the final year students of the Secretarial Linguists course at the four main Colleges of Commerce and one teacher who would supervise the studies of the students should be sent on a study visit abroad for a period of one month. Each student would be sent to a different part of the country concerned.

106 Consideration of the various existing organisations dealing with student visits abroad such as the Central Bureau for Educational Visits and Exchanges, the International Association for the exchange of Students for Technical Experience, the Association Internationale des Etudiants en Sciences Economiques et Commerciales and the British Council, has shown that none of them fully meets the requirements of the proposed pilot scheme. The body which seems best equipped to organise this initial project is the Scottish Council for Commercial, Administrative and Professional Education (SCCAPE). It is therefore recommended that SCCAPE should be invited to undertake the arrangements for this scheme.

107 The result of the pilot scheme would be jointly assessed and evaluated by the SED and SCCAPE. If the initial project proves to be successful, education authorites and other interested bodies could be called upon to contribute towards the cost of future visits abroad.

108. It is to be expected that an increasing number of language students in further education will wish to spend a period in the country whose language they are studying, and in this connection it

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is suggested that careful consideration should be given to the opportunities afforded by the system of 'twinned towns', which is now a well-established and successful means of contact with European countries. Present arrangements could be extended to include the business and commercial interests, as well as the purely cultural interests of the towns concerned and might well lead to the linking of individual colleges.

Liaison with Industry

109 Links already exist between further education establishments and industry through:

a. Boards of Governors and Advisory Committees on which industry is represented.
b. Contacts with individual firms; visits by departmental heads or whole classes.
c. Industrial Training Boards.
d. Industrial Liaison Officers.
e. Chambers of Commerce.

It is recommended that these existing links should be more fully exploited.

Liaison between Colleges

110 Closer collaboration is desirable between the teaching staff of the various further education establishments with a view to exchanging ideas about new developments, initiating experimentation, evaluating materials and pooling resources, for example in the field of taped material. (*See paragraph* 71).

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Summary of Conclusions and Recommendations

1 The provision of language courses should be rationalised, with particular regard to the part played by the universities (*paragraph* 9).

2 Every effort should be made to ensure that language courses offered reflect local and national needs. In vocational courses, classes in less commonly taught languages may have to be allowed to run with smaller numbers than are normally acceptable (*paragraph* 16).

3 The minimum allocation of teaching time for the various stages of academic courses should be:

In a session of 40 weeks with teaching periods of 40 minutes each.

From scratch to Ordinary Grade	4 hours weekly
From Ordinary to Higher Grade	4 hours weekly
From scratch to Higher Grade	8 hours weekly

Whenever practicable tuition periods should be evenly distributed throughout the week.
Continuity of courses should also be ensured as far as possible (*paragraph* 12).

4 The Central Training Council should be urged to continue to give active encouragement to Industrial Training Boards to recognise the value of approved language courses. Language study should also be made possible within the framework of trainee management courses and those leading to intermediate and final professional qualifications (*paragraph* 33).

5 Colleges of further education and industrial firms should co-operate in defining the purposes for which courses are needed (*paragraph* 35).

6 Intensive courses for industry and commerce should be concentrated for the most part in four main colleges of commerce: Aberdeen, Dundee, Edinburgh and Glasgow (*paragraph* 39).

7 A register of speakers of the less common languages, who might be employed as teachers, should be compiled and kept up to date by a central agency. Enquiries for tuition in such languages should be channelled through the four main colleges, which would refer to the central agency if necessary (*paragraphs* 40–41).

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8 Experimentation should be undertaken in providing highly flexible courses for industry and commerce using the most modern methods and equipment. These should be fully publicised and an appropriate scale of fees charged for all the services provided (*paragraphs* 42 *and* 44).

9 Materials for all language courses in further education should be carefully graded and should take account of the particular requirements of the student (*paragraphs* 59–69).

10 A working party should be set up to undertake a study of methods of modern language teaching in colleges of further education (*paragraph* 71).

11 Tape recorders should be available for use by individual students where this is essential to the successful conduct of the course (*paragraph* 73).

12 Each college engaged in language teaching should establish a tape library for language purposes (*paragraph* 75).

13 The AM/FM radio receiver, with facilities for making tape recordings, and the overhead projector should be considered as essential aids to language teaching (*paragraph* 79).

14 In evening centres aids and equipment should be available to all teachers (*paragraph* 85).

15 Careful consideration should be given to the value of programmed learning in further education language courses (*paragraph* 90).

16 Regulations about teaching hours should be flexible enough to allow time to be devoted to finding and preparing materials for courses where little commercial material is available (*paragraph* 93).

17 Leave of absence or subsidised vacation visits abroad should be granted to enable further education teachers to maintain their knowledge of the countries whose language they profess (*paragraph* 94).

18 In-service training should be available to teachers whose only contact with further education is their evening class (*paragraph* 95).

19 Training facilities should be established for all teachers in further education (*paragraph* 95).

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20 Each college which possesses a language laboratory should have at its disposal the services of a language laboratory technician (*paragraph* 98).

21 Every further education college engaged in language teaching should have the services of native speakers (*paragraph* 99).

22 A pilot scheme should be initiated to send abroad a group of students accompanied by a teacher who would act in a supervisory capacity (*paragraphs* 105–107).

23 Links between further education and schools and further education and industry should be more fully developed (*paragraph* 109).

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Appendix I

QUESTIONNAIRE

Questionnaire sent to firms involved in export trade

1. Is your company engaged in trading with countries whose native language is not English? | YES | NO |

2. If so, does the staff in your export department number—1–5 | YES | NO |

   6–10 | YES | NO |

   11–20 | YES | NO |

   Over 20 | YES | NO |

   Over 50 | YES | NO |

3. Is it likely that your company will engage in such trade in the foreseeable future? | YES | NO |

4. (a) Do you at present employ on your staff

   (i) any foreign language speakers? | YES | NO |

   (ii) any foreign language correspondents? | YES | NO |

   (b) Do you make any use of outside agencies? | YES | NO |

5. Do you at present train members of your staff

   (a) to speak in a foreign language? | YES | NO |

   (b) to write in a foreign language? | YES | NO |

6. Do you send staff overseas? | YES | NO |

   If so is it necessary that they speak the language of the country to which they are sent? | YES | NO |

7. If you have any staff using foreign languages do they have to

   (a) read it? | YES | NO |

   (b) write it? | YES | NO |

   (c) speak it? | YES | NO |

8. Would you prefer your staff to learn foreign languages by

   (a) Full-time intensive courses over a period of weeks? | YES | NO |

   (b) Full-time courses over a longer period? | YES | NO |

   *(c) Block-release courses? | YES | NO |

   †(d) Day-release courses? | YES | NO |

   (e) Evening classes? | YES | NO |

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9. If facilities were offered in centres outwith your own area, for teaching the less common languages such as Chinese or Japanese would you make use of them? | YES | NO |

10. Which of the following languages do you use?

	YES	NO
French		
German		
Spanish		
Italian		
Russian		
Norwegian		
Any others:		

11. Can you predict what languages your staff require to learn? | YES | NO |

12. (a) Can you predict the need for a language? | YES | NO |
and

(b) If so, how long beforehand can you make such a prediction

1 month	
3 months	
6 months	
1 year	

13. Any other relevant information—
(continue on reverse if required)

Signature.....

*Courses for which employees are released from work for blocks of full-time study, usually of several weeks' duration each year.

†Day-time courses for students released from employment usually on one day per week and often supplemented by evening attendance.

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Appendix 1b

Answers to Questionnaire sent to firms involved in the export trade

Firms engaged in Trading with Countries whose Native Language is not English

Number employed in export department	Number of firms	Number of firms who employ on their staff:		Number who use outside agencies	Number of firms who train staff to:		Number of firms who send staff overseas	Number of firms who require staff to speak language of country	Number of firms using foreign languages who require staff to:			Number of firms who would prefer to have staff trained by means of—					Number of firms who would use centre, outwith own area, for less common languages	Languages needed							Number of firms able to predict language needs	How far in advance can firms predict need for a language			
		Foreign language speakers	Foreign language Correspondents		Speak a foreign language	Write in a foreign language			Read a foreign language	Write a foreign language	Speak a foreign language	Full-time intensive, over a period of weeks	Full-time over a longer period	Block-release	Day-release	Evening		French	German	Spanish	Italian	Russian	Norwegian	Others		One Month	Three Months	Six Months	One Year
(1) 1–5	(2) 164	(3) 70	(4) 38	(5) 112	(6) 16	(7) 9	(8) 122	(9)(d) 21	(10) 81	(11) 42	(12) 51	(13) 16	(14) 4	(15) 12	(16) 45	(17) 101	(18) 6	(19) 116	(20) 112	(21) 58	(22) 51	(23) 9	(24) 20	(25)(a) 23	(26) 66	(27) 8	(28) 11	(29) 13	(30) 15
6–10	30	21	14	24	6	3	27	7	23	13	18	8	1	1	8	21	1	28	26	29	16	1	5	4	18	—	3	7	3
11–20	24	18	8	17	7	3	23	9	19	12	19	7	2	2	7	13	1	21	19	14	8	2	5	7	11	1	2	3	2
Over 20	9	8	4	7	—	—	8	4	7	3	5	3	1	1	—	6	—	8	7	8	5	3	1	2	6	—	—	1	4
Over 50	11	9	7	7	2	1	11	4	8	7	8	3	—	—	3	3	2	10	9	8	7	1	5	4	4	1	2	—	3

Firms who expect to engage in Overseas Trade in the foreseeable future

—	8	2	1	3	—	—	4	1	—	—	—	2	—	—	2	3	—	1	1	1	1	1	1	—	3	—	—	1	1

Firms without Export Departments

—	25	5	4	9	4	2	15	6	13	6	9	2	1	3	7	13	2	14	13	6	6	2	2	5	5	—	—	3	—

(a) Other languages mentioned—Dutch (4), Flemish (2), Swedish (7), Danish (5), Finnish (1), Polish (1), Czechoslovak (1), Arabic (2), Afrikaans (1), Hindi (2), Urdu, (4), Hindustani (1), Thai (1), Malay (1), Japanese (2).
(d) 15 firms stated that, although it was not essential that staff sent overseas should be able to speak the language of the country, it was preferable that they should.

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Appendix II

Summary of Numbers of Students taking Modern Language Courses in Further Education 1968-69

	SCE			SCCAPE			Other Vocational			Non-Vocational			Total
	FT	PT	E	FT	PT	E	FT	PT	E	FT	PT	E	
Chinese												29	29
Danish												51	51
Dutch												50	50
French	716	357	1832	283		46	70		173	20	27	1552	5076
Gaelic			188									1080	1268
German	115	35	779	30		41	62		293	45	116	2238	3754
Greek (Mod.)												27	27
Hebrew (Mod.)												53	53
Hindi												10	10
Icelandic												7	7
Italian	31	4	185	19		19		40	127		25	908	1358
Norwegian			13									198	211
Polish												21	21
Portuguese												26	26
Russian	15		95						17			177	304
Serbo-Croat												19	19
Spanish	69	15	464	55		18			271	52	14	1273	2231
Swedish												15	15
Welsh												7	7
	946	411	3556	387		124	132	40	881	117	182	7741	14517

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Appendix III

Report by a sub-committee of the Committee on Research and Development in Modern Languages on standards of achievement in language learning and the time needed to attain them

Committee on Research and Development in Modern Languages

The Committee on Research and Development in Modern Languages have recognised from the first the importance of foreign languages to the world of commerce and industry in connection with the export drive and to the public services. The needs will clearly range across the whole spectrum of skills from the ability to exchange a few words of greeting, to a 'mother tongue' knowledge of the language. The Committee has concentrated on those degrees of oral proficiency most likely to be required by industry in the normal conduct of overseas business. Their starting point has been that it would be of value both to industry and to teachers first to define clearly standards of achievement and, secondly, to indicate the minimum length of courses needed to reach those standards.

A sub-Committee of the Committee on Research and Development in Modern Languages has undertaken to make this investigation. Recognising the valuable initiative taken by the Birmingham and London Chambers of Commerce, the sub-Committee reviewed the standards prescribed by the London and Birmingham Chambers of Commerce for their Foreign Language examinations, viz. elementary, intermediate and advanced. The sub-Committee have agreed that these three standards, as defined by the Chambers of Commerce, represent useful milestones for the guidance of industry. They considered however that a slight rephrasing of the definitions for the elementary and intermediate grades and a short introduction would be of advantage as follows:

Introduction

The Elementary grade is designed to enable the student to use some 500 words and to feel not too strange in a foreign country, being able to communicate on everyday needs. This grade is not intended for transaction of business although it would not be difficult to graft on to the basic vocabulary some industrial or commercial terms that he would be bound to meet. The intermediate grade will enable the student to use around 1,500 words. He will be able to mix socially and to conduct straightforward negotiations with a patient and co-operative opposite number, especially if, by a relatively small extra effort, he has familiarised himself with some relevant specialist terms.

Definitions of the Elementary, Intermediate and Advanced Grades

Elementary Grade

Candidates must be capable of two-way communications in the foreign language on a simple question and answer basis within the range of everyday needs.

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They should respond correctly to spoken instructions related to everyday objects and actions.

They should be able to read common notices and directions.

They should be able to use the language effectively and acceptably within a limited range of subjects including:

The customary forms of address and introduction.

The usual politeness associated with greeting, eating and drinking, asking one's way.

Numbers, times, dates, currencies, weights and measures.

Colours, size, shape, etc.

Simple shop purchases; enquiries at travel agencies, checking in at hotels.

Intermediate Grade

Candidates should have the conversational ability to get about in a foreign country without difficulty and sufficient confidence in the language to take their place socially.

Candidates must be capable of holding a conversation on everyday topics.

They must be able to follow non-specialised conversation between foreign nationals of country concerned sufficiently well to inject comment and to indicate objection, contradict or approval.

They must be able to read aloud with assurance and in a manner immediately understandable to the examiner.

They must be able to translate orally with reasonable speed and accuracy from written texts of the foreign language into English. This assumes non-specialised material and the use of a dictionary.

Advanced Grade

For the advanced Grade it must be possible to conduct usual kinds of business conversation acceptably through the medium of the foreign language, without demanding special efforts on the part of the foreigner, either for him to understand or to make himself understood; even though a 'native' degree of mastery may not be demanded. This implies not only good knowledge of the language itself and of the country, the people and its manners, but also of the subject of discussion and of the terms in which it is usually expressed. There must be an ability to translate written material from the foreign language into English reasonably quickly consulting written works of reference if necessary, and in a way that will express precisely the intention of the original idiomatically. Written translation from English into the foreign language, except of correspondence of a very elementary and stereotyped nature, should not however be regarded as a requirement. (More complex material is best composed by a native.)

Optimum Intensity and Length of Course

The sub-Committee recognised that there were necessarily several variables which had to be taken into account when considering the length of courses necessary to achieve a certain standard. Nevertheless they thought it was possible and useful to postulate 'an average student' for this type of course and to make recommendations (or draw conclusions) accordingly. On this basis and that of the use of modern teaching methods and technique, useful

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guidance might be given. From a wide range of expert evidence, the consensus of opinion favoured courses of 20 to 25 hours per week of tuition time spread evenly over five days, and supported by a further 50 per cent time for homework. At the other end of the scale, the minimum effective intensity was six hours a week tuition time. Four hours was only just acceptable but was not a desirable limit. With less, the experts had agreed that no real progress could be expected. A student starting from scratch should be able to achieve proficiency at the Elementary Grade after about 60 hours of tuition in the case of Western European languages and Russian. For the more exotic languages, varying additions of time would be needed. To reach the Intermediate Grade from scratch, 250–300 hours of tuition would be required for Western European languages and Russian. It would be possible to add the Intermediate course straight on to the Elementary, provided the gap between the two courses was not more than four weeks. Some members of the sub-Committee maintained that planned gaps of up to four weeks between periods of, say, two weeks at optimum intensity. might do no harm and might even be of some advantage.

For the advanced grade, because the requirement is not purely linguistic and because individual achievement will differ even more markedly than for the other grades it is not possible to specify with any worthwhile accuracy a length of time. 'Situational training' giving the best possible opportunities of applying the language knowledge to real-life or realistically simulated situations relevant to the ultimate range of use—will always be of great importance. Some time spent in the country itself will at least be highly desirable for reaching this grade.

It is stressed that immediate practice was required after all intensive courses. Students should go straight to the country or at least into work in which they have to make considerable use of the language. Unless they use the language, they will not retain it.

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Appendix IV

Addresses of some educational, commercial and industrial organisations

Association Internationale des Étudiants en Sciences
Économiques et Commercials (AIESEC—UK)
National Committee, London School of Economics, Clare Market
London WC2

British Association for Commercial and Industrial Education
16 Park Crescent, Regent's Park
London W1

British Council
3 Bruntsfield Crescent
Edinburgh 10

Central Bureau for Educational Visits and Exchanges
91 Victoria Street
London SW1

Centre for Information on Language Teaching
State House, 63 High Holborn
London WC1

City and Guilds of London Institute
76 Portland Place
London W1

Confederation of British Industries
Scottish Office, Beresford House
5 Claremont Terrace
Glasgow C3

Hispanic Council, Canning House
2 Belgrave Square
London SW1

Institute of Linguists
91 Newington Causeway
London SE1

l'Institut Francais d'Ecosse
13 Randolph Crescent
Edinburgh 3

International Association for the Exchange of Students for
Technical Experience (IAESTE)
178 Queen's Gate
London SW7

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Italian Institute
39 Belgrave Square
London SW1

Modern Languages Association
2 Manchester Square
London W1

Royal Society of Arts
6–8 John Adam Street, Adelphi
London WC2

Scottish Association for National Certificates and Diplomas
38 Queen Street
Glasgow C1

Scottish Certificate of Education Examination Board
140 Causewayside
Edinburgh 9

Scottish Council for Commercial, Administrative and Professional Education, 22 Great King Street
Edinburgh 3

Scottish Council of Chambers of Commerce
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Scottish–German Society
2–3 Park Circus
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